

English Language Arts Curriculum Mapping

Content	Skills	Assessments	Resources	Standards
<p>Content is defined as what students must know.</p> <p>These topics or concepts are most often articulated as Noun/Noun Phrase: Descriptor</p> <p>Examples:</p> <p>A. Literary Analysis: Author's Purpose</p> <p>B. Writing Process: Peer Review</p> <p>C. Blogging: Differentiating between commenting and complimenting on blog posts</p> <p>D. Research: Task Definition</p>	<p>Skills are defined as what students must do, relative to content</p> <p>Skills are typically articulated with a measurable verb, target, and descriptor</p> <p>Measurable verbs do not include demonstrate, understand, know, show, use.</p> <p>Targets describe the mode used to assess the skill. They include: in writing, orally, visually, aurally, manually, electronically, manipulatively, kinesthetically</p> <p>Descriptors provide explicit details that further refine content.</p> <p>Examples:</p> <p>A. Assess author's ability to inform readers in writing.</p> <p>B. Orally compose warm and cool feedback in response to the written work of a peer.</p> <p>C. Electronically compose high quality comments in response to posts written by peers.</p> <p>D. Define a community or school problem in writing.</p>	<p>Measurements of learning. All skills within each unit must be assessed.</p> <p>Assessment purposes include: F=classroom formative, occurring during guided practice, to inform instruction B=benchmark, provided to common groups of students by multiple teachers at a given moment in time to measure performance against a standard S=summative, occurring at the end of learning, to measure mastery</p> <p>Assessment types include: SR= selected response CR= constructed response P =performance C=conference O=observation</p> <p>Assessment tools are aligned to types according to function</p> <p>Documentation tools are aligned to types according to function. These are placed in parenthesis after the assessment type and assessment tool. Examples:</p> <p>A. F, CR Journal Entry (Rubric) B. F, O Podcast (Rubric) C. F, CR Blog Comments (Rubric) D. S, CR Research Thesis (Rubric)</p>	<p>Books, textbooks, novels, short stories, articles etc....</p> <p>A. Autobiography of Gerda Weismann Klein</p>	

Content	Skills	Assessments	Resources	Standards
A1. Literary Analysis: Author’s Purpose	A1. Analyze author’s ability to inform in writing.	A1. F, CR Journal Entry (Rubric)	A and E. “Lose Yourself” by Eminem	
A2. Literary Analysis: Characterization	A2. Characterize protagonist and antagonist in writing.	A2. F, CR Lit Circle Work (Rubric)	Lance Armstrong Biography	
A3. Literary Analysis: Conflict	A3. Identify person vs. person/self/society/machine conflict visually	A3. F, P Photo Carousel (Checklist)	Martin Luther King “I Have a Dream”	
A4. Literary Analysis: Development of Theme	A4. Define theme and support with text detail orally	A4. S, C Quarterly Conference (Annotated Record)	Elie Wiesel Article, Poetry of the Great Depression	
B. Text Comprehension: Connecting, Questioning, Inferring	B. Articulate connections, questions, inferences orally.	B. F, P Voice Thread (Checklist)	Sandra Cisneros “House on Mango Street”	
C. Writer’s Dispositions: Courage	C. Locate examples of courageous writing manipulatively.	C. F, P Text Carousel (Checklist)		
D. Writer’s Process: Prewriting	D. Brainstorm courageous ideas in writing.	D. F, CR Writing Territories List (Checklist)		
E. Writer’s Process: Ideas	E. Evaluate ideas in mentor text manipulatively.	E. F, SR Traits of Writing Rubrics (Checklist)		
F. Networked Learning: Blogging	F. Evaluate the quality of blog posts orally.	F. F, CR Voice Thread (Checklist)		
		A-F. S, CR Consume and Create Task (Rubric)		